Sight Word Lesson #1

The parent will begin the sight word lessons by having their child read the words on level one, one column at a time. Highlight the words the child can read on the sight word list. Use the unhighlighted words to teach the sight word lessons. When all the words are known on level one, and the child can read the list in approximately one minute or less, the child can move on to level two.

Sometimes a child can read all the words on the sight word list, but can not meet the time limitation, after several attempts to meet the one minute requirement, move that child to the next list. We want the child to experience success, so disregard the time limitation.

- 1. The parent will have the child read the words on the level one.
- 2. The parent will <u>highlight</u>, <u>underline</u>, <u>or star the words the</u> child can read.

Sight Words Lesson #2

- 1. Take one or two minutes to review previously known sight words by having the child read the sight word list on the level on which you are currently working. Highlight the words in the column that the child reads correctly.
- 2. Have the child sit side by side with you. The child spells ten unhighlighted words as the parent writes one word on each of ten index cards.
- 2. Makes a stack of the ten sight word cards. Then flash one card at a time for the child to read. If the child does not know the word, the parent tells the child the word and has he/she read that word three times. Add that word to the back of the stack of sight word cards to be reread. The parent continues flashing the word cards and has the child read them until the stack is completed.
- 3. If time permits, repeat the reading of the sight word cards.
- 4. As the child learns the words on the cards, replace the words with <u>unhighlighted</u> words from the level on which you are currently working.
- 5. At the end of this lesson place a rubber band around the sight word cards and keep them with your binder. You will use these word cards for other lessons.
- 6. If the child has learned all of the sight words on a level, move to the next level and refer to sight word lesson #l.

Sight Words Lesson #3

- 1. Take one or two minutes to review previously known sight words by having the child read the sight word list from the level on which you are currently working. Highlight the words in the column that the child reads correctly.
- 2. Using the word cards you made in lesson two, arrange the sight word cards in a 3-by-3 grid, as in the illustration below. There will be word cards left over.

them	thing	have
like	down	many
come	made	good

- 3. Have the child read as many words as possible down the columns and then across the rows. If the child makes an error, you can correct her/him and have her/him repeat the row or column again.
- 3. Replace the word card not used with a word card that the child knows well. Then have the child read down the columns and them across the rows again.

Sight Words Lesson #4

- 1. Take one or two minutes to review previously known sight words by having the child read the sight word list from the level in which you are currently working. Highlight the words in the column that the child reads correctly.
- 2. The parent sits side by side with the child. The parent asks the child to write one <u>unhighlighted</u> word. The child writes one word on a piece of paper, white board, or chalkboard.
- 3. Each time the child writes the word, have him/her read the word to you.
- 4. Have the child close his/her eyes and picture the spelling of the word. With child's eyes closed have the child spell the word aloud.
- 5. Repeat steps 2, 3, and 4 until the child has written, read, and pictured 5-10 words.

Sight Words Lesson #5

- 1. Repeat Lesson #2, Lesson #3, and Lesson #4 until the child knows all the words on the level word list in which you have been working.
- 2. Take one or two minutes to review previously known sight words by having the child read the words on the level word list in which you have been working.
- 3. Set a timer for one minute and have the child reread the list while you time him/her.

On a piece of scratch paper write down each word the child reads incorrectly.

4. The child can move to the next level if he/she can read the list in approximately one minute's time with 90% accuracy and have only ten reading errors.

If the child cannot meet the time limitation, but can read all the words correctly, time the child rereading the list of words for two or three more times and if they cannot meet the time limitation, move on to the next level anyway. Timing some children while reading may cause them to experience fear or anxiety.